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ABSTRACT

This report describes the planning, implementation, and evaluation of a coordinated staff development program to offer certified, non-degree credit to non-professional librarians from small public libraries. Developed through the cooperation of the Central Iowa Regional Library and the Iowa State University Library, the program resulted in a plan for a course consisting of five 3-hour sessions covering the topics of collection development, government publications, preservation, and cataloging and classification. A summary of the course as it was implemented for 11 librarians and 1 library trustee is given, and the testing procedure is explained. Evaluation results, which indicated a need to concentrate on fewer topics and treat them in more detail, are discussed. Student demographics are tabulated, including type of library, education, work experience, library staff size, and library budget. Appendices include teaching application; course outlines for the topics of collection development, government documents collection development, conservation of library materials, cataloging overview, Sears' List of Subject Headings, and Dewey Decimal Classification; a collection development and technical services questionnaire; the student survey form; and course evaluation form. (LMM)

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Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and its Collection Development/Technical Services Course

(Iowa State University Library Series in Continuing Education ; no. 1)

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Karen G. Roughton

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Introduction

Multitype library cooperation, with emphasis usually placed upon the sharing of resources, is a significant movement in library development. Resources are assumed to be library materials, and, when available, library funds. Another aspect of resource sharing is that of professional training, expertise and attitude. To this end, the concept of a large academic library professional staff providing continuing education for small rural library staff is a needed variation on an extremely important theme of librarianship today.

In April of 1982, the Central Iowa Regional Library professional staff approached the Iowa State University Office of Continuing Education with a problem. The Regional staff felt that there were many librarians within central Iowa who needed additional library training. Currently, each of the seven Iowa regional library systems offers a separate and autonomous staff development program of varying levels of sophistication. Basic library training is offered by the State Library of Iowa, and both the University of Iowa and the University of Northern Iowa provide graduate instruction in library science. Staff development for non-MLS librarians is not handled through the Iowa Library Association other than at its very basic, infrequent workshops or its semi-annual conferences. There are fewer than 0.2 MLS librarians per small libraries in the United States. In Iowa, 494 of 511 public libraries serve fewer than 25,000 (the national definition of "small library"). Non-degree continuing education activities are used as a major vehicle for acquiring library skills. There is a clear need in Iowa for a coordinated staff development program, offered by trained librarians and which offers academically certified non-degree credit.

Iowa State University is a broad-based institution with emphasis in the areas of science and technology and is renowned for its Extension Services. University Extension's four units extend Iowa state to all Iowans: Cooperative Extension, Engineering Extension, Office of Continuing Education, and Center for Industrial Research and Service. More than 50,000 persons come to the campus for local, national, and international conferences. Extension programs throughout the state establish personal contact with more than 500,000 Iowans annually.

For these reasons, the Regional Library staff turned to Iowa State University for help.

Program Development

A meeting of the ISU Library faculty was held in May of 1982, at which time 21 of 50 librarians indicated interest in providing continuing education instruction. The officers of the Library faculty were asked by the Library administration to investigate the idea further.

The faculty officers expanded the composition of the deputation to include representatives from all Library divisions: Resources, Public Services, Technical Services, and Administrative Services, and the Ad Hoc Committee on Library Continuing Education began to meet on a regular basis in June, 1982. Their mission was to:

1. Investigate and analyze the current established continuing education programs and systems in Iowa.
2. Investigate and analyze the overall continuing education needs of the library community.
3. Investigate, analyze and recommend appropriate means for involvement by the ISU Library and its faculty.

The Regional Library had done survey work which enabled the Committee to decide that three basic courses should be offered: Collection Development/Technical Services, Public Services, and Library Management. Tuesday evenings from 6:30 - 9:30 were selected as the most convenient time for students and teachers, with the course running for five weeks. Instruction would take place in the ISU Library Instruction classroom. Basic outlines were constructed for each course and a coordinator was selected by the Committee from its membership.

Because the courses would not be offered for undergraduate or graduate credit, teachers did not have to be ISU faculty members. In November, the Committee distributed applications to ISU and Ames Public Library librarians, as well as other professionals from the Central Iowa region. Librarians interested in teaching were requested to submit their applications to the Chair of the Ad Hoc Committee. [Appendix 1]

Collection Development was the area of instruction most requested by the librarians

surveyed by the Central Iowa Regional Library. The Collection Development/Technical Services course was therefore slated to be taught first, beginning in April, 1983. Throughout the first three months of 1983, the course coordinator and instructors met to hammer out a final outline, discuss instructional methods, and develop a coherent, well-paced class. Photocopies and transparencies were prepared, readings selected, research was done, and a take-home test was prepared. Advertising was handled by the Central Iowa Regional Library and the ISU Office of Continuing Education.

On April 5, 1983, nearly one year after this project began, the first class was held.

The Course

The course was divided into five three-hour sessions, and met once a week for five weeks during April and May of 1983. Two sessions were devoted to Collection Development, two one-hour sessions covered Government Publications and Preservation, and two and one-half sessions were held on Cataloging and Classification. The Collection Development section stressed collection development policies, collection analysis, and ordering. The emphasis of the cataloging section was on descriptive cataloging, subject cataloging, and classification. The Government Publications section covered ordering and obtaining information from the government, and the Preservation Section demonstrated problems that can occur that affect preservation and techniques for solving them. Many handouts were given in all sections so that the students would have some concrete ideas to take back to their libraries. Copies of the complete course outlines are attached [Appendices 2-7]. Upon completion of the five-session course, each student was awarded 1.5 continuing education units (CEUs).

Overall reaction was very positive. Most of the participants felt that they had increased their practical and theoretical knowledge of libraries. The main problem with the course was that the instructors tried to cover too much material in a short time. Many of the participants would liked to have spent more time on certain aspects of the material. However, there was not a consensus on which sections needed more time. This will present a problem with any future course offerings. In order to devote more time to any one section, another section must be dropped or more sessions must be offered, thus increasing costs. Neither of these is a desirable alternative. This problem must be resolved before the course is offered again.

The Students

Eleven librarians and one library trustee took the course. The majority came from small public libraries, as was expected from the original survey done by the Central Iowa Regional Library. Over one-half of the participants worked in libraries with fewer than three staff members, with three librarians from single-employee libraries. The students had a diverse background in education and experience. Educational levels ranged from high school graduates to one person with an MLS degree. Work experience varied from some who were just beginning a library career to others with over fifteen years experience. The one common bond between the participants was interest and motivation. The fact that they took the time to attend and paid a fairly stiff registration fee is testimony to their desire to improve their library skills.

The diversity in backgrounds was both a benefit and a problem for the instructors. Many different perspectives were represented, which added a number of view points to all of the discussions. The heterogeny caused problems in designing the course content. Most of the material was aimed at the personnel of small public libraries with no formal library school education, although questions asked by the more advanced participants were answered by the instructors. Some of the material was undoubtedly less relevent for those in larger or special libraries and too simplistic for those with a library school background. The target group will remain small public libraries, and librarians from other types of libraries should be aware of this before registering.

Student Demographics

I.	Type of Library (12/12 Responses)	Number of Participants
	Public, Large	1
	Public, Small	8
	School	1
	Special	1
	State Library	1
II.	Education (12/12 Responses)	
	MLS	1
	Some Graduate Work	2
	College Graduate	3
	Some College	4
	High School Graduate	2
III.	Work Experience (11/12 Responses)	
	0-1 Years	2
	1-2 Years	0
	2-3 Years	2
	3-4 Years	1
	4-6 Years	4
	15+ Years	2
IV.	Library Staff Size (12/12 Responses)	
	1	3
	2	3
	3	1
	4	2
	5	1
	6	1
	30	1
V.	Library Budget (11/12 Responses)	
	$5,000-$15,000	3
	$15,000-$25,000	1
	$25,000-$35,000	3
	$80,000	2
	$100,000+	2

* Information compiled from a survey distributed by the course coordinator at the first session. [Appendix 8]

Testing

In order to qualify for continuing education credit, the students had to successfully complete some form of test. To meet this requirement, each participant was required to write a short essay on one of the following topics:

1. Write a general selection policy for your library.
2. If your library already has a selection policy, revise it in light of the material covered in this course.
3. Write a very general collection improvement plan for your library.

Most of the results were highly satisfactory, with two of the responses being excellent. The instructors were unable to test on the material presented in the Cataloging and Classification section of the course since they did not want to use class time for a test. The students did complete some instructor-guided exercises during these class sessions.

Evaluation of the Class

Each student received a course evaluation form on which they were able to rate the program and the instructors. [Appendix 9]. The form was originally produced by the Engineering and Management Institute and is distributed by the ISU Office of Continuing Education for use by instructors. Students were also requested to point out the strong and weak features of the class as well as offer suggestions for future programs.

The major flaws in the program appeared to be a need for fewer subjects and more detail in the fewer subjects covered. Highly praised by the students were the experience and interest of the instructors and the coordination of instruction.

Appendix 1

ISU LIBRARY CONTINUING EDUCATION COURSES
TEACHING APPLICATION

Name: Date:
Address: Institution:

Phone: (work)
(home)

Check the course in which you are interested: (Please complete a separate form for each, if interested in more than one)

_____ COLLECTION DEVELOPMENT AND TECHNICAL SERVICES
_____ PUBLIC SERVICES
_____ LIBRARY MANAGEMENT

What aspect(s) of this course are you interested in teaching? (Please refer to course outline and make list below)

Please describe your qualifications below: (You may answer the following on an additional sheet if you wish)

Education:

Dates	College/University	Major	Minor	Degree

List classes taken which would be particularly applicable to teaching the aspect(s) of this course in which you are interested:

Teaching experience: (if any)

Dates	Institution	Location	Grade level	Subject(s)

If you hold a teaching certificate or any other special certification which might be applicable to teaching the aspect(s) of this course in which you are interested, please give the certificate and date earned:

CONTINUED ON OTHER SIDE

Name:
Teaching application, Page 2

Experience in continuing education activities: (if any)

Dates	Location	Describe briefly

Public library work experience: (if any)

Dates	Institution	Position title	Briefly describe work

Other library work experience applicable to teaching the aspect(s) of this course in which you are interested:

Dates	Institution	Position title	Briefly describe work

Briefly state why you wish to teach the aspect(s) of this course in which you are interested:

Any other information which may be helpful:

Please return completed form to: Karen Roughton
Iowa State University
154 Library
Ames, IA 50011

Application deadline: December 10, 1982

SURVEY OF COLLECTION DEVELOPMENT

compiled by
David Tyckoson, Reference Librarian

I. Overview. What is collection development?

A. Selection of materials, based on:
1. Subject matter.
2. Availability.
3. Cost.
4. Format.
5. Requests.

B. Maintenance of the collection, including:
1. Weeding.
2. Replacement.
3. Preservation.
4. Updating.

II. The role of the public library in the Community.

A. The public library should:
1. Provide information of local interest.
(city, county, and state information).
2. Provide "what the people want".
(novels, biographies, cookbooks, hobby books, etc.)
3. Provide general information in all subjects.
4. Provide for any special needs of the community.
(agriculture, business, education, etc.)
5. Be able to find information and refer patrons to sources outside the library.
a) Local, state, and federal government.
b) Local business community.
c) Schools.
d) Colleges and Universities.

B. The public library should not:
1. Try to be a research institution.
2. Buy specialized materials for a limited clientele.

III. Selection Policy.

A. Why have a selection policy?
1. As an aid in evaluating possible purchases.
2. Provide continuity in the collection
3. As protection against special interests in gifts or purchases.
4. As protection for the library from attacks by special interests after purchase.

B. What should the selection policy include?
1. Mission statement of the library.
2. Broad selection criteria.
3. Responsibility for selection.
4. Approval by Board of Trustees.

C. Optional items.
1. Library Bill of Rights.
2. Freedom to Read Statement.
3. Patron request form.
4. Patron complaint form.
5. Policies for special materials or topics.

GOVERNMENT DOCUMENTS COLLECTION DEVELOPMENT

compiled by
Marilyn K. Moody, Government Publications Librarian

I. Overview of Government Documents Collection Development
   - A. Basic Principles
   - B. Unique Features

II. Federal Documents
   - A. Non-depository Libraries
     1. Selection/Selection Sources
     2. Acquisition Sources and Procedures
   - B. Standing Order, Deposit Accounts, and Jobber Services
   - C. Depository System
   - D. Other Federal Information Resources

III. State Documents
   - A. Depository System
   - B. Non-depository Libraries
     1. Selection/Selection Sources
     2. Acquisition Sources and Procedures
   - C. Other State Information Resources

IV. Local Documents
   - A. Types of Local Documents
   - B. Acquisition

V. Legal Materials
   - A. Types of Legal Sources
   - B. Basic Sources

VI. Conclusion

CONSERVATION OF LIBRARY MATERIALS

compiled by
Ivan Hanthorn, Conservation Specialist

I. Books and paper are the proper focus.
   A. Despite the multiplicity of media in the modern library, the primary product is still the book--a paper construction.
   B. The requirements of paper materials are also good averages of the requirements for non-paper library materials.

II. Paper degrades for 3 reasons:
   A. Inherent chemical instability.
   B. The environment in which we keep paper materials.
   C. The treatment these materials receive from us.

   We will look at these in this order.

III. Inherent chemical instability.
   A. Consequence of materials used and methods of manufacture.
   B. Modern papers are self-destructive--they have a very short shelf life.
   C. There is little we can do about the problem; it is built into the product.

   There is a great deal we can do about the other two principle reasons for book and paper deterioration.

IV. Environment.
   A. Relative humidity.
   B. Temperature.
   C. Fungus.
   D. Light.
   E. Air quality.
   F. Insects & rodents.
   G. Dirt.

   Their effects if unregulated; controls.

V. Water damage--the ultimate environmental problem.
   A. Dos and don'ts of disaster preparedness and disaster recovery.
   B. You are not alone--resources.

VI. Treatment library materials receive from us.
   A. Ill-advised repairs.
   B. Inappropriate binding.
   C. Abuse by staff and patrons.
   D. Corrective actions.

VII. Appropriate mind-set for conservation of library collections.
   A. When in doubt, don't.
   B. Make it reversible.
   C. The goal is stabilization, not a cosmetic change of appearance.

VIII. A minimum conservation program: a very few things that can and should be done.

A. Use appropriate housing for library materials, including acid-free containers for certain categories of materials.
B. Banish destructive repair materials such as pressure sensitive tapes.
C. Clean regularly and thoroughly.
D. Develop a pest control program.
E. Write a disaster recovery program.
F. Manage the environment.

IX. Conclusion: All library materials are deteriorating. With appropriate actions, you can significantly retard that rate of deterioration.

CATALOGING OVERVIEW

compiled by
John K. Duke, OCLC Systems Specialist

I. Purpose of cataloging
   A. Inventory
   B. Location
   C. Organization
   D. Reference
   E. Cutter:

Objects

1. To enable a person to find a book or other item when one of the following are known:
   a) The author
   b) The title or other identifying element
   c) The subject
2. To show what the library has:
   d) By a given author
   e) On a given or related subject
   f) In a given kind of literature
3. To assist in the choice of a book
   g) As to the edition (bibliographically)
   h) As to its character (literary or topical)

II. Identification vs. Classification
   A. Provide all information to describe item physically and intellectually
   B. Poodles, dogs, mammals, etc.
   C. Finding list vs. assembling device
      1. Must use more than the title page

III. Cataloging as a process
   A. Decisions
      1. Media (integration, control numbers)
      2. Serials (catalog, shelving, classification)
      3. What not to catalog
      4. Depth of cataloging
   B. Organization
      1. Pre-order search
      2. Standard form
      3. Record useful cataloging information
         a) Author name, dates
         b) Title
         c) Other editions
         d) Sources for cataloging copy
   C. Written procedures
   D. Rules
      1. Consistency
      2. Ease
      3. Uniformity

IV. Catalogs and related files
- A. Arrangement
  1. Dictionary (alphabetical)
  2. Divided (alphabetical)
  3. Classified
  4. Relational (online)
- B. Catalog record
  1. Description
     a) Access
  2. Subject heading
  3. Classification
- C. Filing order
  1. Word-by-word vs. letter-by-letter
  2. Initial articles
  3. Subarrangement
- D. Form
  1. Card
  2. Book
  3. COM
  4. Online
  5. Union
  6. Evaluation
     a) Compactness
     b) Ease of use
     c) Back up
     d) Portability
     e) Multiple users
     f) Timeliness
     g) Cost
- E. Related files
  1. On order
  2. Authority
  3. Shelf list
  4. Check-in
  5. Withdrawn/lost

V. Copy cataloging vs. Original cataloging
- A. Original
  1. Use standard rules, schedules, subject headings
  2. Use other editions
- B. Copy
  1. Stealing
  2. Definition
     a) Adapt outside cataloging to your library
     b) Make changes to agree with your copy or policies
  3. Sources (see Dowell)
     a) Jobbers (Baker & Taylor)
     b) Vendors (Minimarc, Catalog Card Corporation)
     c) Published records (NUC, Weekly Record)
     d) CIP
     e) Utilities

SEARS' LIST OF SUBJECT HEADINGS

compiled by
Joan Leysen, Monographic Cataloger

I. Introduction
   A. Review three parts of cataloging record: description, classification, subject cataloging
   B. Relationship between classification and subject cataloging
      1. Classification: class in only one number
      2. Subject cataloging: provide access to all subjects (extension of classification) and relate subjects to one another through cross references
   C. Subject headings in the tracings on main entry card (arabic numerals and order of headings)

II. Selecting a subject heading
   A. Examine book's content as in classification (author's purpose, aspects of subject, etc.)
   B. Titles should not be used as only indicator of subject content
   C. Guidelines (see attached)
      1. May assign specific and general subject headings to the same book
      2. A title card should not be made if the title and subject of a book are the same (dictionary catalog)

III. Aim of subject cataloging: use one form of heading for all materials on a given subject which the library possesses
   A. Sears' List of Subject Headings and Library of Congress Subject Headings (compare and contrast)
   B. National Agricultural Library
   C. National Library of Medicine

IV. Headings to be added by the cataloger - not in Sears
   A. Proper names - use AACR II form
   B. Common names

V. Structure and grammar of subject headings
   A. Single noun
   B. Compound heading
   C. Inverted heading
   D. Phrase
   E. Subdivisions following a subject (when to use)

VI. Types of subdivisions
   A. Subdivisions pertaining to a specific subject
   B. Standard subdivisions (form subdivisions)
   C. Subdivisions used as a subject, e.g. Biography
   D. Geographical names as subject and subdivision (order)
   E. Key headings used for country, state, and city (see attached)

VII. Biography
   A. Individual - use person's name (AACR II form)
   B. Key headings used for authors (Shakespeare) and rulers (Presidents - U.S.)
   C. Collective biography
      1. Biography used as a subject
      2. Biography used as a subdivision under place, class of people, or subjects
      3. Occupations or professions (plural form, e.g. Poets)

Sears' List of Subject Headings
Page 2

VIII. Language and literature headings
- A. Emphasis is on the national, e.g. English language
- B. Key headings (see attached)
- C. Works of an author usually receive no subject card (may use Science fiction, Mystery and detective stories, etc.)
- D. Works about literature are listed under the form, e.g. Drama. If the form is relating to a national literature, the nation and form are used, e.g. Irish drama
- E. Collections of several authors in one form use subdivision - Collections, e.g. Poetry - Collections or American poetry - Collections for national treatment

IX. Cross Reference
- A. See also, x, and xx references
- B. Scope note
- C. General cross references

X. Subject Authority File and/or checking Sears

XI. New subject headings and changes in headings
- A. Use Wilson publications, CIP, Booklist, OCLC, Library of Congress Subject Headings for new headings
- B. Change headings on subject cards and in tracings on main entry

XII. Non-print media

DEWEY DECIMAL CLASSIFICATION

edited by
Joan Leysen, Monographic Cataloger

I. Function of Classification - shelving device; organizes bibliographic entries
   A. Groups all works of a kind together by author, format, subject, etc.
   B. Locate the shelf where a particular item can be found (through call number)

II. Types of Classification Systems
   A. Library of Congress (advantages: flexibility and growth)
   B. Universal Decimal Classification
   C. Dewey Decimal Classification (85% of public libraries use this system)

III. Arrangement of Dewey
   A. Subjects divided into ten classes, sub-classes, and sub-sub classes
   B. Further division by digits after decimal point
   C. Different aspects of a subject can be given different numbers - EXAMPLE: Children
      hygiene of children 613.043
      psychology of children 155.4
      baptism of children 392.12
   D. Relative index - brings different aspects of a subject together under the name of the subject with their locations in the schedules indicated
   E. Hierarchy of Classification - What applies to the class also applies to its subdivisions
      612
      612.001
      612.01
      612.014
      612.3
   F. Instructional notes following a classification may give examples, scope of the classification, exceptions, and references to other classifications

IV. Determining the Classification Number
   A. Examine contents of book for main subject, concepts, aspects, author's point of view, bias, etc.
   B. Class where it is most likely to be used by patrons
   C. Class by subject first and format second, e.g. Art Encyclopedia 703 700-Arts 03-Encyclopedias
   D. Class a book dealing with two or more subjects with the one that receives the most emphasis; if equal emphasis, class by the first one treated

V. Practical Applications (see handout)

Other topics covered:
1. Sources for Dewey numbers (Booklist, Standard Catalogs, etc.)
2. Cutter numbers

COLLECTION DEVELOPMENT AND
TECHNICAL SERVICES SURVEY

At which library do you work?

How long have you worked there?

What are your duties? (describe briefly)

Any other experience working in libraries?

What is your educational background?
_____MLS
_____other graduate work
_____college graduate
_____some college
_____high school graduate
_____some high school

What is your total annual budget?

How much of your total annual budget is allocated for books?

What is the size of the population you serve?

How many hours per week is your library open?

How many staff members serve your library?

Have you ever attended classes or workshops in cataloging? If yes, please describe.

Have you ever used the OCLC cataloging system? If yes, please describe your experience.

Have you ever used a microcomputer? If yes, please describe your experience.

Appendix 8
Page 2

Does your library own, or is it planning to obtain a microcomputer?

Which of the following have you used in your work?

_____Sears List of Subject Headings
_____Dewey Decimal Classification Schedules (abridged)
_____Dewey Decimal Classification Schedules (unabridged)
_____authority files
_____Anglo-American Cataloging Rules

Does your library receive its catalog cards from outside vendor (e.g., Baker & Taylor)?

Excluding cards received from vendors, about how many books do you catalog each month?

Is your library a state depository?

Does your library have a collection development and/or selection policy?

Have you ever had a challenge to something you did or didn't buy? If so, please describe briefly.

In the last 10 years has your library suffered a flood, broken water main, a major roof leak, or some other form of water damage?

Is mildew now or has it ever been a problem in your library?

Does your library have an insect control program or service contract with a pest exterminator?

Does your library have a collection of local history materials?

Does your library have any books in its collection that are considered to be of long term or permanent value? If so, please name an example.

Please list any general or specific expectations that you have for this course:

TITLE: _____

SUBJECT: _____

SPEAKER: _____

Your reactions and comments will help us determine whether our programs meet your needs and interests. To guide us in planning future programs, please give us your opinion on the design, presentation and value of this program. Circle the number which best expresses your reaction to each of the items. Additional comments not covered by the questions are welcomed. Not necessary to sign.

1.	The goals/objectives of the program were:	Clearly Evident	7	6	5	4	3	2	1 Vague
2.	The organization of the program was:	Excellent	7	6	5	4	3	2	1 Poor
3.	The ideas and activities presented were:	Very Interesting	7	6	5	4	3	2	1 Dull
4.	The scope (coverage) was:	Very Adequate	7	6	5	4	3	2	1 Inadequate
5.	My attendance at this program should prove:	Very Beneficial	7	6	5	4	3	2	1 Of No Benefit
6.	Overall, I consider this program:	Excellent	7	6	5	4	3	2	1 Poor
7.	Speakers preparation:	Well Prepared	7	6	5	4	3	2	1 Little Preparation
8.	Speakers knowledge of subject:	Broad and Accurate	7	6	5	4	3	2	1 Lacks Knowledge
9.	Speakers attitude:	Enthusiastic	7	6	5	4	3	2	1 Uninterested
10.	Speakers ability to express thoughts:	Organized and Easy to Follow	7	6	5	4	3	2	1 Meaning Almost Never Clear
11.	Overall, the speakers were	Outstanding	7	6	5	4	3	2	1 Below Average

The stronger features of the program were: _____

_____

_____

The weaker features were: _____

_____

_____

Suggestions for future programs: (subjects, speakers, approaches, locations, etc.)

_____

_____

General Comments: _____